Domain	Indicator	High-level Description	No evidence	Minimally acceptable for advancement to 5th grade level	Minimally acceptable for advancement to 7th grade level	Minimally acceptable for advancement to 9th grade level	Minimally acceptable for advancement to 11th grade level	[College ready] Minimum competence for graduation into a 4-year college	[Early college] Minimum proficient demonstration of competence in an AP course	[Late College] Professional or approaching professional quality	Notes
			1	2	3	4	5	6	7	8	
General Literacy	Evidence	Quality and appropriateness of the evidence used by the student to support an interpretation of the source?	Interpretations or inferences are unsupported by evidence from the source.	Selects evidence that minimally supports an interpetation of the central idea(s).	Selects but does not explain how evidence supports an interpretation of the central idea(s) and inferences.	Selects and begins to explain evidence that supports an interpretation of the central idea(s) and inferences.	Selects and explains relevant evidence that lends credible support for an interpretation of the central idea(s) and inferences.	Selects and explains most important evidence to support an interpretation of the central idea(s) and inferences. Makes note of a gap in evidence.	Selects and thoroughly explains most important evidence to support an intepretation of the central idea(s) and inferences. Describes gap(s) in evidence or limitations of the source.	Selects and thoroughly explains most important evidence to support an intepretation of the central idea(s) and inferences. Explains gap(s) in evidence and their impact on credibility of the source.	New language!
	Theme/Central Idea	Determining the ideas and their central components and how they interact in a text.	No evidence of identifying themes and central ideas.	Identifies explicitly stated themes or central ideas and alludes to but does not explain inferred themes/ideas	Determines and explains explicit and implict theme(s)/central idea(s).	Demonstrates an understanding of the explict and implicit theme(s)/central idea (s). Draws appropriate conclusions about them with support.	Demonstrates a deeper and more complex understanding of the theme/central idea. Traces how supporting ideas build on each other to support the theme/central idea.	Demonstrates a complex understanding of the theme/central idea. Traces the development of the theme/central idea, and makes connections to ideas outside of the source.	Demonstrates a complex understanding and explains implicit meanings intended by the author, as well as tracing the effectiveness of the development of supporting ideas.	Demonstrates a complex understanding and explains implicit meanings intended by the author, as well as the author's effectiveness. Contextualizes the source in its genre, purpose, history,etc.	New language! Focuses on the reasonability and supportability of conclusions, less than the support itself. Taken out of Level 7: including identifying missing, fallacious or contradictory ideas. Understanding instead of evaluating. Input form of Conclusions?
	Point of View/Purpose	Understanding how an author's point is unique and why an author has written a given text	Does not identify the author's point of view	Identify the point of view of the author/speaker of a source. Provide a general understanding or mis-states the author's point of view.	Explains the author's point of view using the most relevant supporting details or an alternative point of view.	Explains the author's point of view including limitations, biases or alternative points of view.	Explains the author's point of view including limitations, biases or alternative points of view. Identifies how author's point of view could be made clearer or more convincing.	Explains the author's point of view including limitations, biases or alternative points of view. Identifies how author's point of view could be made clearer or more convincing in support of improving author's credibility or accuracy.	Analyzes author's point of view, purpose and reasoning. Distinguishes an author's point of view by identifying broad similarities or differences between other points of view.	Critically analyze author's point , view and purpose and reasoning. Distinguishes how author's point of view is similar or different from others by explaining the most important similarities and differences between other points of view.	New language! CC - this language is about audience. Try to ground it in what is observed from students ability to do it. How are they used - most relevant details - the author is trying to argue for something…with the distinguishing - it's in service of what? Evaluating author's PoV. Link clarity to credibility.
	Diction	Analyzing the effect of language, specifically word choice, on how a text sounds or feels.	No evidence of describing author/speaker word choice.	Can explain the difference between a connotative meaning and a denotative meaning. May be able to describe, with some clarity, why an author would pick one word over another.	Explains the meaning of words and phrases as they are used in the text figurative, connotative, and technical meanings	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Attempts to analyze the impact of specific word choices on meaning and tone.	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Analyze the impact of specific word choices on meaning and tone. Attempts to Identify differences in language use based on context or medium.	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Analyze the impact of specific word choices on meaning and tone including differences in language use based on context or medium.	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Analyze the impact of specific word choices on meaning, tone, and context. Attempts to analyze how language use refine author's meaning of key terms across the text.	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Analyze the impact of specific word choices on meaning, tone, and context. Analyzes how language use refine author's meaning of key terms across the text.	Still looking to revise this if anyone has any opinions!
	Connections, Conclusions, and Generalizations	The soundness of the conclusion that all of the evidence points to.	No evidence of conclusion or argument construction	Draws surface-level conclusions that are only generally based on evidence or are too broad with minimal connection between the specific example and the larger idea.	Draws conclusions that are based on evidence but may be partially formed with gaps in explaining the connection of the specific example to the larger idea.	Draws relevant conclusions based on evidence and attempts to identify an implication of a conclusion. Connections between the specific example and larger idea are clear and appropriate.	Draws clear and relevant conclusions based on evidence and identifies an implication of a conclusion. Connections are made through multiple examples with some gaps in explanation.	Draws clear and relevant conclusions and explains their implications.Identifies limitations of conclusions based on gaps in evidence. Connections are clearly made through multiple examples.	Draws conclusions, explains implications, notes application to novel contexts. Connections are made through multiple examples including attempts at non-examples.	Draws conclusions, explains implications, explains gaps in and explains application to novel contexts. Connections are made through multiple examples including non-examples.	Moved from Synthesis. Too output oriented? Should switch to Writing?
Literary Analysis (Fiction)	Development	Analysis of story, setting, character, plot and how authors' choices affect the communication of ideas and feelings.	No evidence of analysis of story.	Summarizes the plot of a story or drama; unclear which details are most important	Describe how a particular story's or drama's plot unfolds in a series of episodes. Describe how characters respond or change as plot moves toward a resolution.	Describe many particular elements of a story or drama. Identify how elements of the story interact.	Describe how author introduces/develops characters and unfolds events over the course of a text. Identifies limited interactions and connections between characters or between events.	Describe how author unfolds events over the course of a text. Describes interactions and connections between characters and events.	Describe the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Describe the impact of the author's choices regarding how to develop and relate elements of a story or drama and explain why these choices are impactful.	

Category	Subcategory	Description	No evidence	Minimally acceptable for advancement to 5th grade level	Minimally acceptable for advancement to 7th grade level	Minimally acceptable for advancement to 9th grade level	Minimally acceptable for advancement to 11th grade level	[College ready] Minimum competence for graduation into a 4-year college	[Early college] Minimum proficient demonstration of competence in an AP course	[Late College] Professional or approaching professional quality	Notes
	Structure	Analysis of an author's technical writing choices and how that affects the action of a story and it's meaning	No evidence of summary.	Summarizes entire texts and specific sections. Explains, in generalities, how a section of text relates to the whole text.	Describes the plot of a text in the terms of its dramatic structure. Identifies the individual parts and provides some explanation of what they contribute to the ideas in the text.	Describe how a particular part of a text fits into the overall structure & evaluates the contribution to the development of the theme, setting, plot, or ideas.	Describe how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning;	Describe how an author's choices to structure a text and evaluate how they contribute to emotional effects and/or contribute to the meaning and tone of the work.	Evaluate the effectiveness of an author's structural choices to create emotional effects and/or contribute to the meaning and tone of the work and proposes limited structural changes to make ideas or themes more salient.	Evaluate the effectiveness of an author's structural choices to create emotional effects and/or contribute to the meaning and tone of the work and proposes clear and relevant structural changes to make ideas or themes more salient.	
	Multiple Points of View	How authors use narrators and characters to represent point of view.	No evidence of identifying similarities/differences.	Compare and contrast the point of view from which different stories are narrated, inlcuding the difference in first and third person narratives.	Analyze how an author develops points of view of different characters or narrators.	Analyze how the author develops points of view to communicate ideas or create emotional effects in the reader	Analyze how the author's points of view connect the ideas of the story to the real world.	Analyze how author draws on ideas, events, or societies in the real world to establish a point view.	Analyze how author's point of view reflects the time period or distinguishes from the point of view of a contemporary.	Analyze how the author's point of view reflects the time period and distinguishes themselves from the point of view of their contemporaries.	
Textual Analysis (Non-Fiction)	Development	Analysis of individuals, events, and ideas and how authors' choices affect the communication of connections between them.	No evidence of analysis of ideas.	Use specific information in a source to explain the significance and cause of an event, procedure, idea or concept.	Use specific examples or anecdotes to show how an idea, event, or individual is introduced, explained, or extended.	Analyze how author/speaker connects or distinguishes between ideas, events or individuals.	Analyze how author/speaker introduces and develops an idea, event or individual and the connections that are drawn between them. Include limited analysis of the development of a complex set of ideas, series of events, or key individual.	Analyze how author/speaker introduces and develops an idea, event or individual and the connections that are drawn between them. Provide clear analysis of the development of a complex set of ideas, series of events, or key individual.	Analyze how author/speaker introduces and develops an idea, event or individual and the connections that are drawn between them. Provide clear analysis of the development of a complex set of ideas, series of events, or key individual. Evaluate the effectiveness of how the ideas are developed.	Analyze how author/speaker introduces and develops an idea, event or individual and the connections that are drawn between them. Provide clear analysis of the development of a complex set of ideas, series of events, or key individual. Evaluate the effectiveness of how the ideas are developed and propose changes to make the development more effective.	
	Structure	Analysis of an author's technical writing choices and how that affects the clarity or effectiveness of claims and argumentrs	No evidence of structural analysis.	Identify the key organizing features of a source.	Identify the key organizing features of a source. Analyze the integration of a particular sentence or paragraph in a source and how it contributes to the development of the main idea/concept.	Identify the key organizing features of a source. Analyze how a particular paragraph contributes to the development of the main idea/concept.	Identify the key organizing features and sections in a source. Analyze the effectiveness of a particular sentence or paragraph in developing the main/idea or concept	Identify the key organizing features and sections in a source. Evaluate the effectiveness of the sections in developing clear and convincing points of an idea/concept.	Identify the key organizing features and sections in a source. Evaluate the effectiveness of particular sections in developing clear and convincing points of an idea/concept.	Identify the key organizing features and sections in a source. Evaluate the effectiveness of particular sections. Propose changes that could improve the development of ideas/concepts.	
	Multiple Sources	Compare/contrast between two sources on similar non-fiction topics.	No evidence of an ability to identify similarities/differences.	Describe how a firsthand and secondhand account explores the same topic using different information.	Analyze how an author/speaker develops a point of view on a topic by emphasizing specific examples or facts.	Analyze how an author develops a point of view on a topic and responds to sources with conflicting examples, facts, or viewpoints.	Analyze how two or more authors/speakers explore the same topic by emphasizing different examples or facts within a text.	Analyze how two or more authors/speakers explore the same topic through building on examples or facts across a text.	Analyze how two or more authors/speakers explore the same topic and provides limited analysis of how authors address conflicting viewpoints through building on examples or facts across a text.	Analyze how two or more authors/speakers explore the same topic; thoroughly analyzes how authors address conflicting viewpoints through building on examples or facts across a text.	
Data/Info Analysis	Deconstruct, Order, Identify	Analyze and organize information (including numerical and visual) to serve as evidence.	No evidence of information deconstruction or pattern identification	Information is organized into categories, but categories are not useful. Simple patterns are identified.	Organizes information into mostly useful categories. Identifies patterns, but some may be inaccurate.	Organizes information into mostly useful categories and identifies patterns.	Organizes information into useful categories. Identifies patterns and relationships between some patterns.	Organizes information into useful categories. Identifies important and relevant patterns and some of the relationship(s) between patterns.	Organizes information into useful categories. Identifies important and relevant patterns and the relationships between patterns. Makes note of examples and data that do not fit the pattern or relationships.	Organizes information into useful categories. Identifies important and releveant patterns and relationships between patterns. Identifies examples and data that does not fit the pattern or relationships.	

Category	Strand	Description	No evidence	Minimally acceptable for advancement to 5th grade level	Minimally acceptable for advancement to 7th grade level	Minimally acceptable for advancement to 9th grade level	Minimally acceptable for advancement to 11th grade level	[College ready] Minimum competence for graduation into a 4-year college	[Early college] Minimum proficient demonstration of competence in an AP course	[Late College] Professional or approaching professional quality	Notes
	Models	Representing and translating abstract situation/information with models, visual representations or symbols	Unable to think about a problem/prompt using abstract models, representations, or symbols	Identifies surface level aspects of a concept and develops an accurate visual or model, however many key features are missing or Develops a visual and/or model to represent most key features, with some inaccuracies.	Identifies general aspects of a concept and develops a partially accurate visual and/or model to represent some key features.	Identifies aspects of a concept and develops an accurate visual and/or model to represent most key features.	Identifies salient aspects of a concept and develops an accurate visual and/or model to represent key features. Visual or model attempts to make visible the relationship of the features to the concept.	Identifies salient aspects of a concept and develops an accurate visual and/or model to represent key features. Visual or model makes visible the relationship of the key features to the concept. Visual or model attempts to make visible the relationship between the features.	Identifies salient aspects of a concept and develops an accurate visuals and/or models to represent key features; attempts to develop visual or model to represent significant aspects of a key feature. Visual or model makes visible the relationships of the key features to the concept and between the key features.	Identifies salient aspects of a concept and develops multiple accurate visuals and/or models to represent key features and significant aspects of a key feature. Visual or model makes visible the relationships of the key features to the concept and between the key features.	Moved from Contextualization
Research	Variety and Relevance	The ability to find a diversity of resources.	Sources provide no relevant evidence; or sources lack credibility	Relies mostly on one or two sources for information.	Sources vary in perspective or format and are generally relevant to the research topic.	Sources vary in perspective or format and provide relevant and credible information relevant to the research topic.	Sources vary in perspective or format and provide detailed and credible information relevant to the research topic.	Sources vary in perspective AND format and provide detailed, credible, and comprehensive information relevant to the research question.	Sources vary in perspective AND format, and provide extensive, credible, and comprehensive information relevant to the research question.	Sources vary in perspective AND format, and provide focused, nuanced, credible, and comprehensive information relevant to the research question.	New language!
	Evaluating Source Reliability/Credibility		No evidence of source evaluation.	Evaluates source reliability by analyzing the authorship, purpose, bias, and audience but may do so inaccurately.	Evaluates source reliability by analyzing the authorship, purpose, bias, and audience.	Evaluates source reliability by analyzing the authorship, location of source, purpose, bias, audience.	Evaluates some aspects of source reliability by analyzing the authorship, location of source, purpose, bias, audience, and timeliness.	Evaluates most aspects of source reliability by analyzing the authorship, purpose, bias, audience, timeliness, and currency.	Evaluates source reliability by analyzing the authorship, purpose, bias, audience, timeliness, currency. Makes note of information against other expert sources in the field.	Evaluates all aspects of source reliability by analyzing the authorship, purpose, bias, audience, timeliness, currency. Evaluates information against other expert sources in the field	New language!
	Interpreting Data/Info	Drawing valid, justifiable interpretations of data and/or information	Describes or summarizes empirical data/information from sources with errors.	Describes or summarizes empirical data/information from sources accurately.	Recognizes simple trends or patterns in empirical data/information from sources; makes a general observation about the topic.	Interprets empirical data/ information from sources with minor errors, and uses inference to draw a specific conclusion about the topic.	Interprets empirical data/ information from sources accurately and draws specific, plausible conclusions about the topic.	Interprets empirical data /information from sources accurately, draws specific, justifiable conclusions about the topic, and suggests implications in a larger context; identifies limitations of the interpretation.	Interprets empirical data /information from sources thoroughly and accurately; draws specific, salient conclusions about the topic as well as implications in a larger context; discusses limitations of the interpretation or considers alternative interpretations.	Interprets empirical data /information from sources thoroughly and accurately using multiple analytic strategies; draws specific, salient conclusions about the topic as well as implications in a larger context; discusses limitations of the interpretation, considers alternative interpretations, or cross-checks data from other sources.	New language!
Inquiry Process	Asking questions	Developing appropriate inquiry questions	No evidence of asking any questions	Inquiry questions are peripheral to a given topic	Inquiry questions are relevant to specific topic	Inquiry questions are relevant and testable	Inquiry questions are valid, testable, and based on patterns or observation	Inquiry questions are valid, testable, based on patterns or observation and actively seeks out current research to refine questions	Asks valid and testable questions based on patterns and observations, and refines evidence-based questions based on research.	Uses current research to ask and refine questions to push standard thinking on a given topic or in a particular discipline	
	Understanding / Formulating a problem statement	Restating, analyzing problems and prompts and describing end goals.	No evidence of understanding what the problem/prompt is asking or what the end goal will be	Can identify/reiterate what the problem/prompt is asking, but cannot paraphrase	Can paraphrase the problem/prompt, but struggles to show an understanding of what the end goal will be	Can clearly paraphrase the problem/prompt and guess with some accuracy what the end goal will be	Can explain the most important components of the problem/prompt and shows an understanding of what the end goal will be	Can clearly explain the most important components of the problem/prompt, explains in detail what the end goal will be, and shows a developing understanding of the significance of the problem/prompt	Demonstrates complete understanding of what the problem/prompt is asking in own words, what the end goal will be, and the overall importance of the problem/prompt	Demonstrates complete understanding of the problem/prompt by being able to communicate it in an understandable and illuminating way, and can clearly explain the larger implications of the end goal.	
	Hypothesizing	Developing hypotheses and predictions	No evidence of a hypothesis	Provides a guess for a hypothesis but provides no evidence or support	Provides a guess for a hypothesis with some reasonable evidence	Provides reasoned predictions or early hypotheses	Provides reasoned predictions or early hypotheses from a testable question	Constructs hypotheses that lead to predictions and stem from a testable question	Constructs simple and clear hypotheses that lead to specific predictions and are testable	Constructs simple, clear, and insightful hypotheses that lead to specific predictions, are testable, and are grounded in evidence	
	Considering multiple approaches	Strategizing solutions to promblems and prompts	No evidence of an approach to address the problem/prompt	From a list of options, can identify an appropriate approach to a problem/prompt	Can propose a self-generated approach to a problem/prompt, though it may not be efficient	Can fully explain one appropriate approach to a problem/prompt	Can determine more than one approach to a problem/prompt	Can determine more than one usable approach to a problem/prompt, and can identify the pros and cons of each	Can determine multiple usable approaches to a problem/prompt, and can clearly explain pros and cons of using each	Can determine multiple usable approaches to a problem/prompt, offer pros and cons of each, and defend the most efficient approach	

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	Generation of action plan (Process)	Developing step-by-step processes to follow in the course of answering problems/prompts	No evidence of an action plan to address the problem/prompt	Generates one or more steps to approach a problem/prompt; steps may be out of order or may not fully address the prompt	Identifies a starting point to address a problem/prompt and creates useful follow-up steps, though steps may be out of order	Identifies a starting point to address a problem/prompt and organizes useful follow-up steps in a logical, sequential order	Creates orderly step-by-step action plan that addresses all aspects of a problem/prompt; may not be the most efficient plan	Creates clear and orderly step-by-step action plan that addresses all aspects of a problem/prompt in an efficient way	Creates a detailed, step-by-step action plan that addresses all aspects of a problem/prompt in an effiecient way, and can explain rationale for several steps of the plan	Creates a detailed, step-by-step action plan to address a problem/prompt as efficiently as possible and can defend and explain rationale for each step of the plan	
Writing	Argumentative Claim	In argumentative writing, the quality of the claims put forward	Unclear claim	Claims are inconsistently introduced or developed through writing.	Claims are clearly introduced and developed throughout writing, but may not be supportable; counterclaims are missing or underdeveloped	Supportable claims are clearly introduced and developed throughout writing; counterclaims are developed.	Supportable claims and counterclaims are clearly introduced and developed throughout writing. The relationship among claims and counterclaims is clearly established.	Claims and counterclaims are clear and precise throughout the writing; the significance of the claims is clear and the sequencing of the claims and counterclaims builds understanding throughout the writing.	Claims and counterclaims are clear and precise throughout the writing with some nuance; the significance of the claims is clear and the sequencing of the claims and counterclaims builds understanding throughout the writing.	Claims and counterclaims are clear, precise and nuanced throughout the writing; the significance of the claims is clear and persuasive. The sequencing of the claims and counterclaims builds understanding throughout the writing.	
	Expository Thesis	In expository writing, the strength and clarity of the theses	Unclear idea.	Limited clarity of main idea.	Clear and focused main idea with minimal relevant supporting ideas.	Clear, focused and consistent main idea with relevant supporting ideas. Provides limited background context.	Clear, focused, and consistent main idea with relevant supporting ideas that connect to the main idea and help build complexity. Provides sufficient background context.	Clear, focused and consistent main and supporting ideas connect to create a complex and coherent whole. Provides extensive and most relevant background context.	Clear, focused and consistent main and supporting ideas connect to create a complex and coherent whole. Exhibits a partial understanding of the significance of the ideas. Provides extensive and most relevant background context.	Clear, focused and consistent main and supporting ideas connect to create a complex and coherent whole. Exhibits an understanding of the significance of the ideas. Provides extensive and most relevant background context.	
	Narrative	In narrative writing, the level of engagement created through various narrative techniques	Exposition detracts from the narrative, or a thoughtful reader is unable to understand the story world because no attempts to provide access points are readily available	Attempt to engage & orient the reader by establishing a confusing or unclear context & introducing a narrator/ characters; event sequence may unfold awkwardly.	Engage & orient the reader by establishing a context & point of view & introducing a narrator/ characters; organize an event sequence that unfolds logically.	Engage & orient the reader by establishing a context & point of view & introducing a narrator/characters; organize an event sequence that unfolds naturally & logically.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator/characters; create a logical progression of experiences or events.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. And, can clearly explain how personal choices develop theme, characterization, setting, and plot.	Orients the reader as economically as possible, while building point-of-view, characterization, setting, plot, style, and theme with every word choice and syntactical construction. Every choice--from organization to narrative voice to punctuation--is purposeful.	
	Organization (Transitions, Cohesion, Conclusion, Structure)	Using sentence and paragraph structure to make communication clear and effective.	Sentences are not sequenced around one idea.	Sentences are sequenced around one clear idea or claim; linking words, rather than transition sentences, connect paragraphs. Introduction and conclusion are present but underdeveloped.	Paragraphs are connected around a main idea but may not build on one another. Transition sentences are present but may be formulaic. Introduction and conclusion are present and connected to main idea.	Paragraphs are connected and build upon one another to deepen understanding of the idea. Uses a variety of transitions that are mostly effective. Introduction and conclusion include some attention to the significance.	Paragraphs are connected and logically build upon one another to deepen understanding of the idea and clarifies relationships between ideas. Uses a variety of effective transitions. Introduction and conclusion include detail and attention to the significance.	Paragraphs are connected and logically build upon one another to deepen understanding of complex ideas. Sequencing of paragraphs builds cohesion through linking the main and supporting ideas. Uses a variety of effective transitions that guide the reader through the piece. Introduction and conclusion include attempt to include new ideas.	Paragraphs create a coherent whole that deepens understanding, and builds toward a particular tone or outcome. Transitions are effective and are varied in their structure and location. Conclusion includes new ideas.	Paragraphs create a coherent whole that deepens understanding, and guides the reader toward a particular tone or outcome. Transitions are seamless, fluid and varied in their structure and location. Conclusion includes developed new ideas.	
	Author's Craft (Tone, Language, Purpose)	Style and tone used in writing, including academic language.	Does not attempt to use formal language.	Attempt to use a formal style but includes a significant amount of informal language.	Use a formal style most of the time but may include some informal language.	Uses a formal style with inconsistent use of academic language.	Uses a formal style with consistently appropriate academic language.	Able to use an academic style/tone when most appropriate. Able to vary style, tone, and voice effectively given the purpose, audience & conventions of the writing.	Able to use an academic style/tone when most appropriate, and also able to vary style, tone, and voice effectively given the purpose, audience & conventions of the writing, even in a timed environment.	Style, tone, and voice build ethos and high engagement. The style, tone, and voice are perfectly appropriate to the audience, and effectively accomplish the author's purpose.	

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	Integrating Sources	Integrating evidence from sources into products	No evidence of recording information from sources.	Summarizes, quotes or paraphrases source but may be inaccurate or subjective. Integration of summaries, quotes, paraphrasing hinders understanding.	Summarizes, quotes, or paraphrases source but may be subjective. Integration of sources relies primarily on summarizing, quotes, or paraphrasing to support understanding.	Objectively summarizes, quotes, or paraphrases source, but may be inconsistent. Integration of sources relies unevenly on summarizing, quotes, or paraphrasing to support understanding.	Objectively summarizes, quotes, or paraphrases sources. Integration of sources balances summaries, quotes and paraphrasing to support understanding.	Objectively summarizes, quotes, or paraphrases source consistently. Integration of sources effectively balances summaries, quotes and paraphrasing to enhance understanding.	Objectively summarizes, quotes, or paraphrases source consistently. Strategic integration of sources effectively balances summaries, quotes and paraphrasing to enhance understanding.	Objectively summarizes, quotes, or paraphrases source consistently. Strategic and seamless integration of sources effectively balances summaries, quotes and paraphrasing to enhance understanding.	
	Evidence (Development)	Quality and quantity of evidence used in writing.	No evidence or evidence does not support claims.	Evidence is limited and partially supports claims	Relies on one or two pieces of evidence to support claim. Limited evidence for subclaims.	Selects a variety of evidence that generally supports claims and subclaims.	Selects sufficient evidence that supports claims but evidence only generally supports subclaims.	Selects detailed evidence that supports both claims and sufficient evidence to support subclaims	Selects detailed evidence that supports both claims and subclaims	Selects most important evidence that supports both claims and subclaims	
Speaking/ Listening	Discussion/Contribu ... ideas of others	Communicating understanding/ideas and making connections to ideas of others	Does not participate in discussions No evidence of asking questions that elaborate or contribute to conversation	Mainly restates general points of discussion. Unable to connect to other's ideas. Questions and responses are generally fact based with minimal use of high level questioning strategies.	Engages in discussion with some connection to other's ideas Questions and responses are general with some use of high level questioning strategies.	Engages in discussion and connects to other's ideas. Questions and responses are mostly high level. Attempts to further discussion through connecting questions or responses of others'	Engages in discussion; connects to others' ideas and builds new pathways of discussion Move conversations forward by asking and responding to questions.	Builds new pathways of discussion that are clearly connected to others' ideas. Propel conversations by relating to broader themes.	Builds new pathways of discussion that are clearly connected to others' ideas. Propel conversations by relating to broader themes or uses questions and summarization to preserve focus.	Ask questions that move the discussion forward. Uses questions and summarization to preserve focus. Propel conversations to new thinking by probing reasoning and evidence or promoting divergent and creative perspectives.	
	Preparation	Quality of evidence that has been brought to discussions/presentations	No evidence of preparation for discussions.	Prepares general notes for discussion. Notes do not include specific connections to key talking points.	Prepares general notes with some specific connections to highlight key talking points.	Prepares specific notes with connections to highlight key areas. Notes may take into account varying perspectives.	Come to discussions having read & researched material for teacher-provided questions; explicitly draw on texts & research to simulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with responses and evidence generated with peers through studying or research	Come to discussions with self-generated questions from studying and/or research Atttempts to think about outcomes and points of view in generating questions.	Has an outcome driven perspective. Has scaffolded specific questions and evidence to move along discussions.	
	Norms / Active Listening	Adherence to roles, norms and facilitation strategies.	Does not follow rules for collegial discussions	Attempt to follow rules for collegial discussions.	Generally follow rules for collegial discussions. Follow specific goals & deadlines. Uses individual roles with help as needed.	Mostly follow rules for collegial discussions, track progress toward specific goals/deadlines. Uses individual roles independently	Independently follow most teacher-enforced collegial discussion norms, facilitating progress toward specific goals/deadlines. Attempts to define individual roles for others.	Follow and help enforce group-enforced collegial discussion norms, effectively facilitating progress toward specific goals/deadlines. Defines individual roles for others as needed.	Internalize, follow and help others follow discussion norms. Set clear goals/guidelines and facilitates conversation to meet them. Establishes appropriate individual roles as needed.	Internalize and follow discussion norms to promote civil, democratic discussions & decision-making. Set clear and detailed goals/guidelines. Efficiently establishes appropriate individual roles as needed.	
	Presentation	Communicating claims and findings logically, using appropriate technical speaking strategies	No evidence of logically presenting claims descriptions, facts, & details to accentuate main ideas/themes; no evidence of using appropriate eye contact, adequate volume, & clear pronunciation.	Attempt to present claims & findings logically using facts descriptions, facts, & details to explain main ideas/themes;	Present claims & findings, sequencing ideas logically & using pertinent descriptions, facts, & details to accentuate main ideas/themes;	Emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, & examples; use appropriate eye contact, adequate volume, & clear pronunciation.	Emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, & well-chosen details; use appropriate eye contact, adequate volume, & clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Presents information, findings, and supporting evidence clearly, concisely, and logically such that audience understands entirety of the presentation.	Presents information, findings, and supporting evidence expertly. Is able to present to multiple audiences giving appropriate levels of details and facts.	
Technology	Written Production	Integrating technology to create high-quality written products	No evidence of integrating technology into writing products	Use technology inefficiently or ineffectively to produce/publish writing as well as to interact/collaborate with others	Use technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others	Use technology, including the internet, to produce/publish writing, interact/collaborate with others. as well as to present the relationships between information/ideas efficiently	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information or to display information flexibly and dynamically.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Uses techonlogy beyond those commonly used tools to explore novel ways of producing writing products	

			No evidence	Minimally acceptable for advancement to 5th grade level	Minimally acceptable for advancement to 7th grade level	Minimally acceptable for advancement to 9th grade level	Minimally acceptable for advancement to 11th grade level	[College ready] Minimum competence for graduation into a 4-year college	[Early college] Minimum proficient demonstration of competence in an AP course	[Late College] Professional or approaching professional quality	Notes
	Spoken Presentation	Integrating technology to create high-quality spoken presentations	No evidence of integrating technology into presentations	Use a few multimedia components & visual displays in presentation that may not clarify information or may detract from presentation.	Some multimedia components (graphics, images, music, sound) & visual displays in presentations help clarify information.	Most multimedia components & visual displays utilized clarify claims & findings & help emphasize salient points.	Most multimedia & visual displays in presentations clarify information, strengthen claims & evidence, & add interest.	All multimedia & visual displays in presentations clarify information, strengthen claims & evidence, & add interest.	Strategically use of digital media in presentations enhances understanding of findings, reasoning, and evidence and adds interest.	Seamless & strategic use digital media in presentations enhances understanding of findings, reasoning, & evidence and adds interest.	
	Multimedia - using tools and models (Problem Formulation)	Using technological tools to communicate ideas and understanding	No evidence of using tools or models throughout addressing the problem	From a list of options, identifies and inconsistently applies tools and models to address a problem/prompt	Identifies and applies multimedia/technological tools and models that help address a problem/prompt and and shows developing understing of how to use them to present ideas.	Accurately identifies multimedia/techonological tools and models that address a problem/prompt, and shows understanding of how to use them to present ideas.	Accurately identifies multimedia/techonological tools and models needed to address a problem, and can use several of them efficiently	Accurately identifies and integrates multimedia/technological tools and models to efficiently address a problem/prompt, and can use each efficiently and effectively	Can integrate a range of appropriate multimedia/technological tools and models to efficiently address a problem, and can begin to defend the use of their tools or models over others	Can integrate a range of appropriate tools and models to efficiently address a problem, and can explain the rationale behind the use of each tool or model	
	Compare/Contrast	Comparing/contrast information and meaning from different types of sources.	No evidence of comparing/contrasting.	Compare/contrast some information presented in different media/formats (visual, quantitative) as well as in words to develop a partial understanding of a topic/issue.	Compare/contrast information presented in different media/formats (visual, quantitative) as well as in words to develop a general, accurate understanding of a topic/issue.	Compare & contrast a written text to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus & angles in a film).	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Compare/contrast various accounts of a subject told in different mediums & determine which details are emphasized in each account and for what purpose.	Analyze multiple interpretations of a story, drama, or poem and evaluate how each version interprets the source text.	Compare/contrast multiple sources of information presented in different media/formats as well as in words in order to most effectively address an open question or answer a problem/prompt.	Moved from Synthesis. Does this still fit at all? Are we actually assessing it? Or is this a very English specific set of look-for's that could be adapted.
Precision/Accuracy	Content Integration	Appropriate integration of content knowledge	No evidence of precision and accuracy. Content integration and or integration is missing and or completely imprecise and inaccurate.	Attempts to be precise and accurate in their task. Content application and integration in the context of a task is present but is neither precise nor accurate.	Attempts to be precise and accurate in their task. Content appplication in the context of a task or subject is close to precise and/or accurate	Is mostly precise and accurate in their task. Content application and integration in the context of a task or subject is mostly precise and accurate.	Is precise and accurate in the context of a task or a subject. Content integration or application of content is precise and accurate. Integration or application may still lack some precision and accuracy due to nature of subject, difficulty of task, etc.	Is precise and accurate in the context of a task or a subject. Is able to evaluate their own or others' work for precision and accuracy in tasks or subjects. Content integration and application is precise and accurate	Knows what type of precision is appropriate to the task and subject area, and uses precision and accuracy to reach correct conclusions in the context of a task or subject. Is able to evaluate their own or others' work for precision and accuracy in tasks or subjects. Content integration and application is thorough, thoughtful, precise and accurate	Is precise and accurate in task and subject area. Exercises exactness when reaching conclusions or in the context of a task or subject. Is able to evaluate their own or others' work for precision and accuracy in tasks or subjects. Content integration and application is thorough, thoughtful, precise and accurate	Original Strand
	Accuracy	Accuracy is the integration of the content, closeness to desired outcome. How close you get to the expected standard	Content is disjointed or disconnected, off-topic, off-target.	Attempts to Integrates content, but shows major misconceptions that inhibit understanding.	Integrates content with some confusion or gaps in appropriate usage.	Integrates the right content or selects the right focus. Imitates appropriately.	Even when learning new content, takes time to make sure it's used accurately.	Frequently integrates content accurately in novel contexts.	Always integrates content accurately in novel contexts.	Always integrates content accurately within multiple novel contexts.	New 1/1/14
	Precision	Precision is the application of the content and the consistency of usage. Repeatability and reproducability	Content is inappropriately applied.	Applies content, but does so in ways that show deep misunderstandings	Applies content, but does so in ways that show incomplete on inconsistent knowledge	Applies content precisely.	Applies content knowledge precisely with an explicit intent to reach an end goal	Applies content knowledge precisely with an explicit intent to reach an end goal and consideration of the impact of a particular term.	Applies content knowledge precisely with an explicit intent to reach an end goal and appropriate, clear and explicit consideration of the consequences of a particular term.	Applies content precisely, even in novel contexts.	New 1/1/14

Domain	Indicator	High-level Description	No evidence 1	Minimally acceptable for advancement to 5th grade level 2	Minimally acceptable for advancement to 7th grade level 3	Minimally acceptable for advancement to 9th grade level 4	Minimally acceptable for advancement to 11th grade level 5	[College ready] Minimum competence for graduation into a 4-year college 6	[Early college] Minimum proficient demonstration of competence in an AP course 7	Professional or approaching professional quality 8
General Literacy	Evidence	Quality and appropriateness of evidence. Connection between evidence and anlysis.	No evidence of using evidence.	Selects evidence that minimally supports the central idea. Evidence is general or unrelated to the central idea. Evidence is drawn from one source	Selects evidence to support the central idea. Miminal evidence is provided for inferences/supporting ideas. Evidence is directly drawn (i.e. direct quote) from one source, with limited evidence from across sources.	Selects relevant evidence to support the central idea and inferences/supporting ideas. Evidence is drawn unevenly across sources.	Selects clear and relevant evidence to support the central idea and inferences/supporting ideas. Evidence is drawn evenly across sources	Selects relevant and salient evidence across sources to support central idea and inferences/supporting ideas. Makes general note of gaps in evidence.	Selects relevant and salient evidence across sources to support central idea and inferences/supporting ideas. Clearly identifies gaps in evidence.	Selects relevant and salient evidence across sources to support central idea and inferences/supporting ideas. Identifies missing gaps or ambiguous evidence.
General Literacy	Theme/Central Idea	Determining the ideas and their central components and how they interact in a text.	No evidence of identifying themes and central ideas.	Determine a theme/central idea of a source	Determine a theme/central idea of a source and some of the central components, key ideas, or conclusions.	Determine a theme/central idea of a source and the central components, key ideas, or conclusions.	Determine a theme/central idea of a source and the central components, key ideas, or conclusions. Identifies some connections between ideas within a source.	Determine a theme/central idea of a source and the central components, key ideas, or conclusions. Identifies connections between ideas within a source.	Determine a theme/central idea of a source and the central components, key ideas, or conclusions. Identifies some connections between ideas within and across sources.	Determine a theme/central idea of a source and the central components, key ideas, or conclusions. Identifies connections between ideas within and across sources.
General Literacy	Point of View/Purpose	Understanding how an author's point is unique and why an author has written a given text	Does not identify the author's point of view		Identify the point of view of the author/speaker of a source. Provide a general understanding or mis-states the author's point of view.	Provide a broad understanding of the author's point of view but may not identify all of the details.	Identify details of an author/speaker's explicit point of view. Identify the author's intended audience.	Identify important details of an author/speaker's explicit point of view and limited details of the implicit aspects. Identify the intended audience and attempts to analyze author's use of language or rhetoric to develop point of view.	Identify important and relevant details of an author/speaker's explicit and implicit point of view or purpose. Identify the intended audience and analyze how the author uses language/rhetoric to advance point of view or purpose. Attempts to distinguish author's point of view from other points of view.	Identify important and relevant details of an author/speaker's explicit and implicit point of view or purpose. Identify the intended audience and analyze how the author uses language/rhetoric to advance point of view or purpose. Distinguishes author's point of view from other points of view.
General Literacy	Diction	Analyzing the effect of language, specifically word choice, on how a text sounds or feels.	No evidence of describing author/speaker word choice.	Can explain the difference between a connotative meaning and a denotative meaning. May be able to describe, with some clarity, why an author would pick one word over another.	Explains the meaning of words and phrases as they are used in the text figurative, connotative, and technical meanings	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Attempts to analyze the impact of specific word choices on meaning and tone.	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Analyze the impact of specific word choices on meaning and tone. Attempts to Identify differences in language use based on context or medium.	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Analyze the impact of specific word choices on meaning and tone including differences in language use based on context or medium.	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Analyze the impact of specific word choices on meaning, tone, and context. Attempts to analyze how language use refine author's meaning of key terms across the text.	Explains the meaning of words and phrases as they are used in the text (figurative, connotative, technical meanings). Analyze the impact of specific word choices on meaning, tone, and context. Analyzes how language use refine author's meaning of key terms across the text.
Literary Analysis (Fiction)	Development	Analysis of story, setting, character, plot and how authors' choices affect the communication of ideas and feelings.	No evidence of analysis of story.	Summarizes the plot of a story or drama; unclear which details are most important	Describe how a particular story's or drama's plot unfolds in a series of episodes. Describe how characters respond or change as plot moves toward a resolution.	Describe many particular elements of a story or drama. Identify how elements of the story interact.	Desciibe how author introduces/develops characters and unfolds events over the course of a text. Identifies limited interactions and connections between characters or between events.	Describe how author unfolds events over the course of a text. Describes interactions and connections between characters and events.	Describe the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Describe the impact of the author's choices regarding how to develop and relate elements of a story or drama and explain why these choices are impactful.
Literary Analysis (Fiction)	Structure	Analysis of an author's technical writing choices and how that affects the action of a story and it's meaning.	No evidence of summary.	Summarizes entire texts and specific sections. Explains, in generalities, how a section of text relates to the whole text.	Describes the plot of a text in the terms of its dramatic structure. Identifies the individual parts and provides some explanation of what they contribute to the ideas in the text.	Describe how a particular part of a text fits into the overall structure & evaluates the contribution to the development of the theme, setting, plot, or ideas.	Describe how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning;	Describe how an author's choices to structure a text and evaluate how they contribute to emotional effects and/or contribute to the meaning and tone of the work.	Evaluate the effectiveness of an author's structural choices to create emotional effects and/or contribute to the meaning and tone of the work and proposes limited structural changes to make ideas or themes more salient.	Evaluate the effectiveness of an author's structural choices to create emotional effects and/or contribute to the meaning and tone of the work and proposes clear and relevant structural changes to make ideas or themes more salient.
Literary Analysis (Fiction)	Multiple Points of View	How authors use narrators and characters to represent point of view.	No evidence of identifying similarities/differences.	Compare and contrast the point of view from which different stories are narrated, inlcuding the difference in first and third person narratives.	Analyze how an author develops points of view of different characters or narrators.	Analyze how the author develops points of view to communicate ideas or create emotional effects in the reader	Analyze how the author's points of view connect the ideas of the story to the real world.	Analyze how author draws on ideas, events, or societies in the real world to establish a point view.	Analyze how author's point of view reflects either the time period or distinguishes from the point of view of a contemporary.	Analyze how the author's point of view reflects the time period and distinguishes themselves from the point of view of their contemporaries.
Textual Analysis (Non-Fiction)	Development	Analysis of individuals, events, and ideas and how authors' choices affect the communication of connections between them.	No evidence of analysis of ideas.	Use specific information in a source to explain the significance and cause of an event, procedure, idea or concept.	Use specific examples or anecdotes to show how an idea, event, or individual is introduced, explained, or extended.	Analyze how author/speaker connects or distinguishes between ideas, events or individuals.	Analyze how author/speaker introduces and develops an idea, event or individual and the connections that are drawn between them. Include limited analysis of the development of a complex set of ideas, series of events, or key individual.	Analyze how author/speaker introduces and develops an idea, event or individual and the connections that are drawn between them. Provide clear analysis of the development of a complex set of ideas, series of events, or key individual.	Analyze how author/speaker introduces and develops an idea, event or individual and the connections that are drawn between them. Provide clear analysis of the development of a complex set of ideas, series of events, or key individual. Evaluate the effectiveness of how the ideas are developed.	Analyze how author/speaker introduces and develops an idea, event or individual and the connections that are drawn between them. Provide clear analysis of the development of a complex set of ideas, series of events, or key individual. Evaluate the effectiveness of how the ideas are developed and propose changes to make the development more effective.
Textual Analysis (Non-Fiction)	Structure	Analysis of an author's technical writing choices and how that affects the clarity or effectiveness of claims and argumentrs	No evidence of structural analysis.	Identify the key organizing features of a source.	Identify the key organizing features of a source. Analyze the integration of a particular sentence or paragraph in a source and how it contributes to the development of the main idea/concept.	Identify the key organizing features of a source. Analyze how a particular paragraph contributes to the development of the main idea/concept.	Identify the key organizing features and sections in a source. Analyze the effectiveness of a particular sentence or paragraph in developing the main/idea or concept	Identify the key organizing features and sections in a source. Evaluate the effectiveness of the sections in developing clear and convincing points of an idea/concept.	Identify the key organizing features and sections in a source. Evaluate the effectiveness of particular sections in developing clear and convincing points of an idea/concept.	Identify the key organizing features and sections in a source. Evaluate the effectiveness of particular sections. Propose changes that could improve the development of ideas/concepts.
Textual Analysis (Non-Fiction)	Multiple sources	Compare/contrast between two sources on similar non-fiction topics.	No evidence of an ability to identify similarities/differences.	Describe how a firsthand and secondhand account explores the same topic using different information.	Analyze how an author/speaker develops a point of view on a topic by emphasizing specific examples or facts.	Analyze how an author develops a point of view on a topic and responds to sources with conflicting examples, facts, or viewpoints.	Analyze how two or more authors/speakers explore the same topic by emphasizing different examples or facts within a text.	Analyze how two or more authors/speakers explore the same topic through building on examples or facts across a text.	Analyze how two or more authors/speakers explore the same topic and provides limited analysis of how authors address conflicting viewpoints through building on examples or facts across a text.	Analyze how two or more authors/speakers explore the same topic; thoroughly analyzes how authors address conflicting viewpoints through building on examples or facts across a text.
Data/Info Analysis	Deconstruct, Order, Identify	Analyze and organize numerical or visual information to serve as evidence.	No evidence of information deconstruction or pattern identification	Attempts to identify relevant information within a source; Unable to identify patterns because information is not broken down into useful pieces	Identifies some relevant information within a text/source, groups information but no patterns identified	Identifies all relevant information within a text/source; Information is grouped into mostly useable pieces and pattern identification is attempted	Identifies all relevant information within various types of familiar sources; All information is grouped into useable pieces and some patterns are identified. Attempts to make insights.	Identifies relevant information within a wide range of sources, mostly familiar but some unfamiliar; All information is efficiently grouped into usable pieces. Many patterns are identified and makes at least one relevant insight.	Identifies relevant information within a wide range of sources, familiar and unfamiliar; All information is efficiently grouped into the most useable pieces and all possible patterns are identified; makes some relevant insights.	Identifies the most relevant information within a wide range of sources, familiar and unfamiliar. Uses patterns and relationships as the basis for developing deep ideas and insights
Evaluation	Compare/Contrast	Comparing/contrasting information and meaning from different types of sources.	No evidence of comparing/contrasting.	Compare/contrast some information in different media/formats (visual, quantitative) as well as in words to develop a partial understanding of a topic/issue.	Compare/contrast information presented in different media/formats (visual, quantitative) as well as in words to develop a general, accurate understanding of a topic/issue.	Compare/contrast a text to an audio/video/multi- media version of the text, analyze each medium's portrayal of the subjects.	Compare/contrast the advantages & disadvantages of using different mediums (print or digital text, video) to present a particular topic or idea.	Compare/contrast various accounts of a subject told in different mediums & determine which details are emphasized in each account and for what purpose.	Compare/contrast multiple sources of information presented in different media/formats as well as in words in order to address an open-ended question or answer a problem/prompt.	Compare/contrast multiple sources of information presented in different media/formats as well as in words in order to most effectively address an open question or answer a problem/prompt.
Evaluation				Compare/contrast the experience of reading to listening to or viewing an audio, video, or live version, but may have some difficulty accurately identifying differences between the two.	Compare/contrast the experiences of reading, listening to, and/or viewing content and the overall effects.	Compare & contrast a written text to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus & angles in a film).	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze the representation of a subject/key scene or the telling of an account through at least two different media in order to look at similarities and differences.	Analyze multiple interpretations of a story, drama, or poem and evaluate how each version interprets the source text.	Insightfully analyze multiple interpretations of a story, drama, or poem and evaluate the effects and purpose of how each version interprets the source text.

Domain	Indicator	High-level Description	No evidence (1)	Minimally acceptable for advancement to 5th grade level (2)	Minimally acceptable for advancement to 7th grade level (3)	Minimally acceptable for advancement to 9th grade level (4)	Minimally acceptable for advancement to 11th grade level (5)	[College ready] Minimum competence for graduation into a 4-year college (6)	[Early college] Minimum proficient demonstration of competence in an AP course (7)	Professional or approaching professional quality (8)
Synthesis	Arguments and Claims	Evaluating the logic and validity of a source's main ideas and concepts		Attempt to trace & evaluate the argument & specific claims in a source, distinguishing some claims that are supported by reasons & evidence from some claims that are not.	Trace & evaluate the argument & specific claims in a source, distinguishing claims that are supported by reasons & evidence from claims that are not.	Trace & evaluate the argument & specific claims in a source, assessing whether the reasoning is sound & the evidence is relevant & sufficient to support the claims.	Delineate and evaluate the argument and specific claims in a source, assessing whether the reasoning is valid and whether the evidence is relevant and sufficient.	Clearly delineate and evaluate the argument and specific claims in a source, thoroughly assessing in detail whether the reasoning is valid and the evidence is relevant and sufficient. Identifies some false statements and fallacious reasoning (logical fallacies).	Identifies and evaluates many logical fallacies in arguments and claims. Does so in a timed environment.	Identifies and evaluates many logical fallacies in arguments and claims and considers alternative claims or evidence that would improve the logic.
Synthesis	Understanding Multiple Perspectives	Bringing pieces of evidence together into a coherent whole, making connections between evidence.	No evidence of understanding multiple perspectives and/or no evidence of expressing ideas.	Attempt to understand multiple perspectives. Use summary and paraphrase to try and articulate positions.	Review key ideas expressed & demonstrate understanding of multiple perspectives through reflection & paraphrasing.	Acknowledge new information from others &, when warranted, modify own views in light of evidence presented.	Summarize points of agreement and disagreement; justify own views & understandings.	Respond thoughtfully to different perspectives; make new connections in light of evidence and reasoning.	Synthesize comments and evidence on all sides; determine additional information needed to complete the task.	Discriminate among information to be synthesized as to what is the most important, compelling, and best balances arguments and/or supports claims. Identify missing information and arguments and any additional information needed for the task.
Synthesis	Draws Conclusions	The soundness of the conclusion that all of the evidence points to.	No evidence of conclusion or argument construction	A weak attempt at a conclusion is made	A conclusion is drawn based on limited information	A conclusion is drawn based on available information but is unable to stand on its own (seems low)	A conclusion is drawn based on information available.	A conclusion is drawn based on information available and can be supported using various sources	Uses all information available to reach own conclusion which is supported by a wide range of sources	Uses analysis of all the information available to reach own conclusion rooted in evidence
Synthesis	Interpreting Evidence	The quality of the ideas and interpretation of evidence to form a strong justification	No evidence of interpretation based on analysis of information obtained	Does not use ideas or supporting evidence to draw conclusions. Interpretation is unclear, offers little evidence to support the validity/reliability of the interpretation, and/or veers frequently into speculation	Uses ideas and/or supporting evidence to draw conclusions. A clear interpretation is stated, although there is little or no evidence of a broad understanding of other valid interpretations concerning the topic.	Uses ideas and supporting evidence to draw conclusions. A clear and reasonable interpretation is stated, and the interpretation is justified with some evidence from varied sources.	Connects ideas and supporting evidence to draw conclusions. A reasonable and articulate interpretation is clearly informed by a broad understanding of multiple valid interpretations, which are used to justify the interpretation being advanced	Connects ideas and supporting evidence to draw conclusions and can state the quality of some. Interpretation is informed by a broad and deep understanding of multiple valid interpretations, which are used to justify the clearly-stated interpretation being advanced	Connects ideas and supporting evidence, draws conclusions, and can reflect on the quality of some conclusions. Various reasonable interpretations are evaluated in-depth in order to form a clearly articulated original interpretation that is justified using a range of evidence	Connects ideas and supporting evidence, draws conclusions, and reflects on the quality of conclusions. Original, creative argument is informed by broad, deep, and nuanced understanding of multiple reasonable interpretations, while clearly stating a logical interpretation with an articulate and concise justification informed by a range of acceptable evidence
Contextualize	Contextualize information/data, take a variety of perspectives/ points of view	Providing sufficient and appropriate background knowledge from a variety of perspectives.	No evidence of perspective-taking or contextualization of information	Missing relevant background knowledge that demonstrates an understanding of the context of a problem and its larger implications. Interpretation stems from a single perspective, which is unacknowledged. May veer into summary or speculation.	Provides brief and/or vague background knowledge that demonstrates a simple understanding of the historical, societal, scientific, etc. context of a problem. Interpretation is grounded in a valid perspective, but the primary counterarguments and perspectives remain unaddressed, and/or unacknowledged.	Provides general background knowledge that demonstrates a basic understanding of the historical, societal, scientific, etc. context of a problem. Writer's reliability is compromised by an interpretation that relies primarily upon a single perspective or lacks multiple perspectives, when the topic warrants an understanding and examination of multiple valid points of view.	Provides some relevant background knowledge that demonstrates a mostly accurate understanding of the historical, societal, scientific, etc. context of a problem and its larger implications. The interpretation accounts for various points of view and reveals an understanding of multiple perspectives on the topic, although one perspective is dominant	Provides relevant background knowledge that demonstrates a general understanding of the historical, societal, scientific, etc. context of a problem and its larger implications. Reliability and validity of interpretation arise from a range of informed perspectives on the topic	Provides complete and relevant background knowledge that demonstrates an understanding of the historical, societal, scientific, etc. context of a problem and its larger implications. Reliability and validity are built through the use of an appropriate range of perspectives, which reveal a depth of knowledge about the topic	Provides thorough and relevant background knowledge that demonstrates an accurate understanding of the historical, societal, scientific, etc. context of a problem and its larger implications in the field. A wide variety of interesting and appropriate sources inform a reasoned, reliable, and persuasive argument. Synthesis of arguments provide grounds for advancing points of view or formulating new ones
Contextualize	(De)Contextualizing	Representing and translating abstract situation/information with models, visual representations or symbols	Unable to think about a problem/prompt using abstract models, representations, or symbols	Weak attempt to use abstract models, representations, or symbols to solve a problem/prompt.	Reasons with models or visual/pictorial representations to solve problems/prompts.	Can begin to identify which aspects of a problem/prompt needs symbolic representation and/or models and attempts to write appropriate expressions or equations	Can translate abstract situations into symbols, models, or visuals to aid solving questions/problems whose answer is not predetermined.	Accurately translates situations into symbols, models, visuals, or equations, and can generate one possible visual representation given a new symbolic equation or abstract relationship.	Accurately translates abstract situations into symbols and equations in interdisciplinary contexts, and can generate several representations given symbolic equations or abstract relationships.	Accurately converts situations into symbols and equations to appropriately solve problems in interdisciplinary contexts with clear solutions, as well as converts symbols and abstract relationships into several meaningful and authentic representations.
Research	Variety and Relevance	The ability to find a diversity of resources.	No evidence of using resources.	Uses valid resources from only one database or Uses resources that are not relevant to the topic.	Uses a variety of resources that are generally related to the topic. Some resources contain unsupported claims.	Uses a variety of resources that are clearly related to the topic. Resources support claims but do not address the depth of the topic.	Uses a variety of resources that are clearly related to the topic. Resources support claims and are partially address the depth of the topic.	Uses a variety of resources that are clearly related to the topic. Resources support claims and are sufficient to address the depth of the topic.	Uses a number and variety of resources clearly related to the topic. Resources support claims and are sufficient to address the depth and some complexity of the topic.	Uses a number and variety of resources that are focused and clearly related to the topic. Resources effectively support claims to address the depth and complexity of the topic.
Research	Reliability		No evidence of source evaluation.	Evaluates source reliability by analyzing the authorship, purpose, bias, and audience but may do so inaccurately.	Evaluates source reliability by analyzing the authorship, purpose, bias, and audience.	Evaluates source reliability by analyzing the authorship, location of source, purpose, bias, audience.	Evaluates some aspects of source reliability by analyzing the authorship, purpose, bias, audience, and timeliness.	Evaluates most aspects of source reliability by analyzing the authorship, purpose, bias, audience, timeliness, and currency.	Evaluates source reliability by analyzing the authorship, purpose, bias, audience, timeliness, currency. Makes note of information against other expert sources in the field.	Evaluates all aspects of source reliability by analyzing the authorship, purpose, bias, audience, timeliness, currency. Evaluates information against other expert sources in the field.
Research	Interpreting Credibility	Connecting evidence to topics and ideas, interpreting information from non-text sources, evaluate credibility	No evidence of data interpretation and/ or no explanation of how data supports an understanding of a topic	Surface-level interpretion of the data (presented in diverse media/formats), which leads to a vague connection between data and topic.	Incomplete interpretion of data (presented in diverse media/formats) makes a general connection between data and topic, but may misinterpret some aspects of the data.	Interpretion of data (presented in diverse media/formats) makes a specific connection between data and topic.	Thorough interpretion of data (presented in diverse media/formats) makes specific connection(s) between data, topic, and a larger context.	Thorough interpretion of data (presented in diverse media/formats) makes a salient connection between data, topic, and a larger context.	Thorough interpretion of data (presented in diverse media/formats) makes a connection between data, topic, and a larger context. Notes discrepancies among the data or considers alternative interpretations.	Thorough interpretion of data (presented in diverse media/formats) makes a connection between data, topic, and a larger context. Notes discrepancies among the data and considers alternative interpretations.
Research		Integrating evidence from sources into products	No evidence of recording information from sources.	Summarizes, quotes or paraphrases source but may be inaccurate or subjective. Integration of summaries, quotes, paraphrasing hinders understanding.	Summarizes, quotes, or paraphrases source but may be subjective. Integration of sources relies primarily on summarizing, quotes, or paraphrasing to support understanding.	Objectively summarizes, quotes, or paraphrases source, but may be inconsistent. Integration of sources relies unevenly on summarizing, quotes, or paraphrasing to support understanding.	Objectively summarizes, quotes, or paraphrases source. Integration of sources balances summaries, quotes and paraphrasing to support understanding.	Objectively summarizes, quotes, or paraphrases source consistently. Integration of sources effectively balances summaries, quotes and paraphrasing to enhance understanding.	Objectively summarizes, quotes, or paraphrases source consistently. Strategic integration of sources effectively balances summaries, quotes and paraphrasing to enhance understanding.	Objectively summarizes, quotes, or paraphrases source consistently. Strategic and seamless integration of sources effectively balances summaries, quotes and paraphrasing to enhance understanding.
Inquiry Process	Asking questions	Developing appropriate inquiry questions	No evidence of asking any questions	Inquiry questions are peripheral to a given topic	Inquiry questions are relevant to specific topic	Inquiry questions are relevant and testable	Inquiry questions are valid, testable, and based on patterns or observation	Inquiry questions are valid, testable, based on patterns or observation and actively seeks out current research to refine questions	Asks valid and testable questions based on patterns and observations, and refines evidence-based questions based on research.	Uses current research to ask and refine questions to push standard thinking on a given topic or in a particular discipline
Inquiry Process	Understanding / Formulating a problem statement	Restating, analyzing problems and prompts and describing end goals.	No evidence of understanding what the problem/prompt is asking or what the end goal will be	Can identify/reiterate what the problem/prompt is asking, but cannot paraphrase	Can paraphrase the problem/prompt, but struggles to show an understanding of what the end goal will be	Can clearly paraphrase the problem/prompt and guess with some accuracy what the end goal will be	Can explain the most important components of the problem/prompt and shows an understanding of what the end goal will be	Can clearly explain the most important components of the problem/prompt, explains in detail what the end goal will be, and shows a developing understanding of the significance of the problem/prompt	Demonstrates complete understanding of what the problem/prompt is asking in own words, what the end goal will be, and the overall importance of the problem/prompt	Demonstrates complete understanding of the problem/prompt by being able to communicate it in an understandable and illuminating way, and can clearly explain the larger implications of the end goal.
Inquiry Process	Hypothesizing	Developing hypotheses and predictions	No evidence of a hypothesis	Provides a guess for a hypothesis but provides no evidence or support	Provides a guess for a hypothesis with some reasonable evidence	Provides reasoned predictions or early hypotheses	Provides reasoned predictions or early hypotheses from a testable question	Constructs hypotheses that lead to predictions and stem from a testable question	Constructs simple and clear hypotheses that lead to specific predictions and are testable	Constructs simple, clear, and insightful hypotheses that lead to specific predictions, are testable, and are grounded in evidence

Domain	Indicator	High-level Description	No evidence (1)	Minimally acceptable for advancement to 5th grade level (2)	Minimally acceptable for advancement to 7th grade level (3)	Minimally acceptable for advancement to 9th grade level (4)	Minimally acceptable for advancement to 11th grade level (5)	[College ready] Minimum competence for graduation into a 4-year college (6)	[Early college] Minimum proficient demonstration of competence in an AP course (7)	Professional or approaching professional quality (8)
	Considering multiple approaches	Strategizing solutions to problems and prompts	No evidence of an approach to address the problem/prompt	From a list of options, can identify an appropriate approach to address the problem/prompt	Can propose a self-generated approach to a problem/prompt, though it may not be efficient	Can fully explain one appropriate approach to a problem/prompt	Can determine more than one usable approach to a problem/prompt	Can determine more than one usable approach to a problem/prompt, and can identify the pros and cons of each	Can determine multiple usable approaches to a problem/prompt, and can clearly explain pros and cons of using each	Can determine multiple usable approaches to a problem/prompt, offer pros and cons of each, and defend the most efficient approach
	Generation of action plan (Process)	Developing step-by-step processes to follow in the course of answering problems/prompts	No evidence of an action plan to address the problem/prompt	Generates one or more steps to approach a problem/prompt; steps may be out of order or may not fully address the prompt	Identifies a starting point to address a problem/prompt and creates useful follow-up steps, though steps may be out of order	Identifies a starting point to address a problem/prompt and organizes useful follow-up steps in a logical, sequential order	Creates orderly step-by-step action plan that addresses all aspects of a problem/prompt; may not be the most efficient plan	Creates clear and orderly step-by-step action plan that addresses all aspects of a problem/prompt in an efficient way	Creates a detailed, step-by-step action plan that addresses a problem/prompt in an effiecient way, and can explain rationale for several steps of the plan	Creates a detailed, step-by-step action plan to address a problem/prompt as efficiently as possible and can defend and explain rationale for each step of the plan
Writing	Claim (Arg)	In argumentative writing, the quality of the claims put forward	Unclear claim	Claims are inconsistently introduced or developed through writing.	Claims are clearly introduced and developed throughout writing, but may not be supportable; counterclaims are missing or underdeveloped	Supportable claims are clearly introduced and developed throughout writing; counterclaims are developed.	Supportable claims and counterclaims are clearly introduced and developed throughout writing. The relationship among claims and counterclaims is clearly established.	Claims and counterclaims are clear and precise throughout the writing; the significance of the claims is clear and the sequencing of the claims and counterclaims builds understanding throughout the writing.	Claims and counterclaims are clear and precise throughout the writing with some nuance; the significance of the claims is clear and the sequencing of the claims and counterclaims builds understanding throughout the writing.	Claims and counterclaims are clear, precise and nuanced throughout the writing; the significance of the claims is clear and persuasive. The sequencing of the claims and counterclaims builds understanding throughout the writing.
	Thesis (Exp)	In expository writing, the strength and clarity of the theses	Unclear idea.	Limited clarity of main idea.	Clear and focused main idea with minimal relevant supporting ideas.	Clear, focused and consistent main idea with relevant supporting ideas. Provides limited background context.	Clear, focused, and consistent main idea with relevant supporting ideas that connect to the main idea and help build complexity. Provides sufficient background context.	Clear, focused and consistent main idea and supporting ideas connect to create a complex and coherent whole. Provides extensive and most relevant background context.	Clear, focused and consistent main idea and supporting ideas connect to create a complex and coherent whole. Exhibits a partial understanding of the significance of the ideas. Provides extensive and most relevant background context.	Clear, focused and consistent main idea and supporting ideas connect to create a complex and coherent whole. Exhibits an understanding of the significance of the ideas. Provides extensive and most relevant background context.
	Exposition (Nar)	In narrative writing, the level of engagement created through various narrative techniques	Exposition detracts from the narrative, or a thoughtful reader is unable to understand the story world because no attempts to provide access points are readily available	Attempt to engage & orient the reader by establishing a confusing or unclear context & introducing a narrator/ characters; event sequence may unfold awkwardly.	Engage & orient the reader by establishing a context & introducing a narrator/ characters; organize an event sequence but may be formulaic.	Engage & orient the reader by establishing a context & point of view & introducing a narrator/characters; organize an event sequence that unfolds naturally & logically.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. And, can clearly explain how personal choices develop theme, characterization, setting, and plot.	Orients the reader as economically as possible, while building point-of-view, characterization, setting, plot, style, and theme with every word choice and syntactical construction. Every choice--from organization to narrative voice to punctuation--is purposeful.
	Organization (Transitions, Cohesion, Conclusion, Structure)	Using sentence and paragraph structure to make communication clear and effective.	Sentences are not sequenced around one idea.	Sentences are sequenced around one main idea but may not build on one another. Transition sentences are present but may be formulaic. Introduction and conclusion are present but underdeveloped.	Paragraphs are connected around a main idea but may not build on one another. Transition sentences are present but may be formulaic. Introduction and conclusion are present and connected to main idea.	Paragraphs are connected and build upon one another to deepen understanding of the idea. Uses a variety of transitions that are mostly effective. Introduction and conclusion include some attention to the significance.	Paragraphs are connected and logically build upon one another to deepen understanding of the idea and clarifies relationships between ideas. Uses a variety of effective transitions. Introduction and conclusion include detail and attention to the significance.	Paragraphs are connected and logically build upon one another to deepen understanding of complex ideas. Sequencing of paragraphs builds cohesion through linking the main and supporting ideas. Uses a variety of effective transitions that guide the reader through the piece. Introduction and conclusion attempt to include new ideas.	Paragraphs create a coherent whole that deepens understanding, and builds toward a particular tone or outcome. Transitions are effective and are varied in their structure and location. Conclusion includes new ideas.	Paragraphs create a coherent whole that deepens understanding, and guides the reader toward a particular tone or outcome. Transitions are seamless, fluid and varied in their structure and location. Conclusion includes developed new ideas.
	Author's Craft (Tone, Language, Purpose)	Style and tone used in writing, including academic language.	Does not attempt to use formal language.	Attempt to use a formal style but includes a significant amount of informal language.	Use a formal style most of the time but may include some informal language.	Uses a formal style with inconsistent use of academic language.	Uses a formal style with consistently appropriate academic language.	Able to use an academic style/tone when most appropriate. Able to vary style, tone, and voice effectively given the purpose, audience & conventions of the writing.	Able to use an academic style/tone when most appropriate, and also able to vary style, tone, and voice effectively given the purpose, audience & conventions of the writing, even in a timed environment.	Style, tone, and voice build ethos and high engagement. The style, tone, and voice are perfectly appropriate to the audience, and effectively accomplish the author's purpose.
	Evidence (Development)	Quality and quantity of evidence used in writing.	No evidence or evidence does not support claims.	Evidence is limited and partially supports claims	Relies on one or two pieces of evidence to support claim. Limited evidence for subclaims	Selects a variety of evidence that generally supports claims and subclaims	Selects sufficient evidence that supports claims but evidence only generally supports subclaims.	Selects detailed evidence that supports both claims and sufficient evidence to support subclaims	Selects detailed evidence that supports both claims and subclaims	Selects most important evidence that supports both claims and subclaims
Speaking/ Listening	Discussion/Contribution	Communicating understanding/ideas, and making connections to ideas of others	Does not participate in discussions No evidence of asking questions that elaborate or contribute to conversation	Mainly restates general points of discussion. Unable to connect to other's ideas. Questions and responses are generally fact based with minimal use of high level questioning strategies.	Enages in discussion with some connection to other's ideas Questions and responses are general with some use of high level questioning strategies.	Engages in discussion and connects to other's ideas. Questions and responses are mostly high level. Attempts to further discussion through connecting questions or responses of others'	Engages in discussion; connects to others' ideas and builds new pathways of discussion Move conversations forward by asking and responding to questions.	Builds new pathways of discussion that are clearly connected to others' ideas. Propel conversations by relating to broader themes.	Builds new pathways of discussion that are clearly connected to others' ideas. Propel conversations by relating to broader themes or uses questions and summarization to preserve focus.	Ask questions that move the discussion forward. Uses questions and summarization to preserve focus. Propel conversations to new thinking by probing reasoning and evidence or promoting divergent and creative perspectives.
	Preparation	Quality of evidence that has been brought to discussions/presentations	No evidence of preparation for discussions.	Prepares general notes for discussion. Notes do not include specific connections to key talking points..	Prepares general notes with some specific connections to highlight key talking points.	Prepares specific notes with connections to highlight key areas. Notes may take into account varying perspectives.	Come to discussions having read & researched material for teacher-provided questions; explicitly draw on texts & research to simulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with responses and evidence generated with peers through studying and/ or research	Come to discussions with self-generated questions from studying and/or research Atttmeps to think about outcomes and points of view in generating questions.	Has an outcome driven perspective. Has scaffolded specific questions and evidence to move along discussions.
	Norms / Active Listening	Adherence to roles, norms and facilitation strategies.	Does not follow rules for collegial discussions.	Attempt to follow rules for collegial discussions.	Generally follow rules for collegial discussions. Follow specific goals & deadlines. Uses individual roles with help as needed.	Mostly follow rules for collegial discussions, track progress toward specific goals/deadlines. Uses individual roles independently	Independently follow most teacher-enforced collegial discussion norms, facilitating progress toward specific goals/deadlines. Attempts to define individual roles for others.	Follow and help enforce group-enforced collegial discussion norms, effectively facilitating progress toward specific goals/deadlines. Defines individual roles for others as needed.	Internalize, follow and help others follow discussion norms. Set clear goals/guidelines and facilitates conversation to meet them. Establishes appropriate individual roles as needed.	Internalize and follow discussion norms to promote civil, democratic discussions & decision-making. Set clear and detailed goals/guidelines. Efficiently establishes appropriate individual roles as needed.
	Presentation	Communicating claims and findings logically, using appropriate technical speaking strategies	No evidence of logically presenting claims descriptions, facts, & details to accentuate main ideas/themes; no evidence of using appropriate eye contact, adequate volume, & clear pronunciation.	Attempt to present claims & findings logically using facts descriptions, facts, & details to explain main ideas/themes;	Present claims & findings, sequencing ideas logically & using pertinent descriptions, facts, & details to accentuate main ideas/themes;	Emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, & examples; use appropriate eye contact, adequate volume, & clear pronunciation.	Emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, & well-chosen details; use appropriate eye contact, adequate volume, & clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Presents information, findings, and supporting evidence clearly, concisely, and logically such that audience understands entirety of the presentation.	Presents information, findings, and supporting evidence expertly. Is able to present to multiple audiences giving appropriate levels of details and facts.
Technology	Written Production	Integrating technology to create high-quality written products	No evidence of integrating technology into writing products	Use technology inefficiently or ineffectively to produce/publish writing as well as to interact/collaborate with others	Use technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others	Use technology, including the internet, to produce/publish writing, interact/collaborate with others. as well as to present the relationships between information/ideas efficiently	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information or to display information flexibly and dynamically.	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Uses techology beyond those commonly used tools to explore novel ways of producing writing products
	Spoken Presentation	Integrating technology to create high-quality spoken presentations	No evidence of integrating technology into presentations	Use a few multimedia components & visual displays in presentation that may not clarify information or may detract from presentation.	Some multimedia components (graphics, images, music, sound) & visual displays in presentations help clarify information.	Most multimedia components & visual displays clarify claims & findings & help emphasize salient points.	Most multimedia & visual displays clarify information, strengthen claims & evidence, & add interest.	All multimedia & visual displays in presentations clarify information, strengthen claims & evidence, & add interest.	Strategically use of digital media in presentations enhances understanding of findings, reasoning, and evidence and adds interest.	Seamless & strategic use digital media in presentations enhances understanding of findings, reasoning, & evidence and adds interest.

Domain	Indicator	High-level Description	No evidence	Minimally acceptable for advancement to 5th grade level	Minimally acceptable for advancement to 7th grade level	Minimally acceptable for advancement to 9th grade level	Minimally acceptable for advancement to 11th grade level	[College ready] Minimum competence for graduation into a 4-year college	[Early college] Minimum proficient demonstration of competence in an AP course	Professional or approaching professional quality
			1	2	3	4	5	6	7	8
	Multimedia - using tools and models (Problem Formulation)	Using technological tools to communicate ideas and understanding	No evidence of using tools or models throughout addressing the problem	From a list of options, identifyies and inconsistently applies tools and models to address a problem/prompt	Identifies and applies multimedia/technological tools and models that help address a problem/prompt and and shows developing understing of how to use them to present ideas.	Accurately identifies multimedia/techonological tools and models that address a problem/prompt, and shows understanding of how to use them to present ideas.	Accurately identifies multimedia/technological tools and models needed to address a problem, and can use several of them efficiently	Accurately identifies and integrates multimedia/technological tools and models needed to address a problem/prompt, and can use each efficiently and effectively	Can integrate a range of appropriate multimedia/technological tools and models to efficiently address a problem, and can begin to defend the use of their tools or models over others	Can integrate a range of appropriate tools and models to efficiently address a problem, and can explain the rationale behind the use of each tool or model
Precision/Acc	Content Integration	Appropriate integration of content knowledge	No evidence of precision and accuracy. Content integration and or integration is missing and or completely imprecise and inaccurate.	Attempts to be precise and accurate in their task. Content application and integration in the context of a task is present but is neither precise nor accurate.	Attempts to be precise and accurate in their task. Content appplication and integration in the context of a task or subject is close to precise and/or accurate	Is mostly precise and accurate in their task. Content application and integration in the context of a task or subject is mostly precise and accurate.	Is precise and accurate in the context of a task or a subject. Content integration or application of content is precise and accurate. Integration or application may still lack some precision and accuracy due to nature of subject, difficulty of task, etc.	Is precise and accurate in the context of a task or a subject. Is able to evaluate their own or others' work for precision and accuracy in tasks or subjects. Content integration and application is precise and accurate	Knows what type of precision is appropriate to the task and subject area, and uses precision and accuracy to reach correct conclusions in the context of a task or subject. Is able to evaluate their own or others' work for precision and accuracy in tasks or subjects. Content integration and application is thorough, thoughtful, precise and accurate	Is precise and accurate in task and subject area. Exercises exactness when reaching conclusions or in the context of a task or subject. Is able to evaluate their own or others' work for precision and accuracy in tasks or subjects. Content integration and application is thorough, thoughtful, precise and accurate

Domain	Indicator	High-level Description
	MAKE A COPY FOR YOURSELF - THEN EDIT THAT	
General Literacy	Evidence	Quality and appropriateness of evidence. Connection between evidence and anlysis.
	Theme/Central Idea	Determining the ideas and their central components and how they interact in a text.
	Point of View/Purpose	Understanding how an author's point is unique and why an author has written a given text
	Diction	Analyzing the effect of language, specifically word choice, on how a text sounds or feels.
Textual Analysis (Non-Fiction)	Development	Analysis of individuals, events, and ideas and how authors' choices affect the communication of connections between them.
	Structure	Analysis of an author's technical writing choices and how that affects the clarity or effectiveness of claims and argumentrs
	Multiple sources	Compare/contrast between two sources on similar non-fiction topics.
Data/Info Analysis	Deconstruct, Order, Identify	Analyze and organize numerical or visual information to serve as evidence.
Research	Identifying sources	The ability to identify the most relevant and valid sources.
	Number and Variety	The ability to find a diversity of resources.
	Manipulating Sources	The process of moving between sources and products
	Processing / Credibility	Connecting evidence to topics and ideas, interpreting information from non-text sources
Inquiry Process	Asking questions	Developing appropriate inquiry questions
	Understanding / Formulating a problem statement	Restating, analyzing problems and prompts and describing end goals.
	Hypothesizing	Developing hypotheses and predictions
	Considering multiple approaches	Strategizing solutions to promblems and prompts
	Generation of action plan (Process)	Developing step-by-step processes to follow in the course of answering problems/prompts
Writing	Claim (Arg)	In argumentative writing, the quality of the claims put forward
	Thesis (Exp)	In expository writing, the strength and clarity of the theses
	Exposition (Nar)	In narrative writing, the level of engagement created through various narrative techniques
	Organization (Transitions, Cohesion, Conclusion, Structure)	Using sentence and paragraph structure to make communication clear and effective.
	Author's Craft (Tone, Language, Purpose)	Style and tone used in writing, including academic language.
	Evidence (Development)	Quality and quantity of evidence used in writing.
Speaking/ Listening	Discussion	Communicating understanding/ideas, and making connections to ideas of others
	Preparation	Quality of evidence that has been brought to discussions/presentations
	Norms / Active Listening	Adherence to roles, norms and facilitation strategies.
	Contribution	Asking and responding to questions
	Presentation	Communicating claims and findings logically, using appropriate technical speaking strategies
Technology	Written Production	Integrating technology to create high-quality written products
	Spoken Presentation	Integrating technology to create high-quality spoken presentations
	Multimedia - using tools and models (Problem Formulation)	Using technological tools to communicate ideas and understanding
Precision/Accuracy	Precision	Appropriate integration of content knowledge
	Accuracy	